Proposed Synopsis for Ph.D. Pre- registration Seminar

Academic Achievement Motivation, Academic Procrastination and Academic Stress among School Students of Ranchi Town

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1.0 Introduction

1.1 State of the art

Poor academic performance, low self-esteem, difficulty in sustaining attention, somatic complaints and excessive internet use are commonly observed problems among school students in the age range of 13-15 years. Several studies have been carried out to establish causal relationships in terms of finding out possible association of poor academic performance and various factors like procrastination, underlying perception of academic burden, stress and academic achievement motivation. However,School Mental Health programs lack systematic study of school going children in respect to various psychosocial problems giving rise to significant academic decline along with poor coping strategies to overcome underlying stress. The situation is becoming alarming as the substance abuse, prevalence of depression and internet use is on rise and the magnitude of the problem needs to be thoroughly examined so as to help the policymakers to formulate a better mental health management program for school going students.

In light of the above,the present study aims to examine the Academic Achievement Motivation, Academic Procrastination and Academic Stress among gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born).

1.2 Conceptual framework of the study

1.2.1 *Concept of Academic Achievement Motivation*

Academic Achievement motivation is considered the most significant contributor to a student's academic success.Academic Achievement motivation refers to a person's need to achieve academically and the willingness to do things that are considered important or valuable and endeavors to achieve perfect results. Academic Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence.

In general,it is the drive to behave in ways that lead to academic success and functioning. This involves how much effort a student puts in, how well they manage their work, and how persistent they are when faced with challenges. Academic achievement motivation could be seen as self-determination to

succeed in academic activities be it challenging assignments, tiring homework, classroom tasks, group discussions, self-learning, examination and so on.

Factors influencing Academic Achievement Motivation

The factors that majorly influence academic achievement motivation are:

- **Parental Influence**- Parents play a vital role in the academic achievement motivation of their child. Their support and relationship with the child motivates him or her to attain academic goals.
- **Personality Traits**- Academic achievement motivation can also be influenced by the child's personality trait. Achievement oriented individuals work hard to achieve their goals, set attainable challenging goals which are practically feasible to accomplish and are open to feedback.
- **Social Environment**- It is often seen that children learn and are influenced by the social environment they live in. Seeing people excelling and succeeding in academics also influence children to pursue and achieve academic goals in life.
- **Peer Group**- Peer group plays a major role in the academic achievement motivation of an individual. It is believed that a good peer group can shape an individual's life. A good bunch of friends can create supportive and healthy competition which can influence them to attain academic goals.

1.2.2 *Concept of Academic Procrastination*

Academic procrastination is a common phenomenon among students. It is a type of domain-specific behavior which refers to the tendency of students to delay or postpone completing academic tasks, such as studying for an exam, doing homework, or writing an essay, even though they know they should perform these actions and have a specific deadline for completion.

Such procrastination may create unnecessary stress and anxiety for people when they attempt to complete their assignments with a rush until the last deadline. Leaving aside or postponing the tasks not only can influence the well-being of the person, but also it may influence his communication with others.

Causes of Academic Procrastination

Some common causes of academic procrastination are:

- **Poor time management**- At times,students fail to manage time efficiently and effectively. As a result of this poor organizational skill,

they end up piling up their pending work such as completing assignments, studying for exams etc.

- **Fear of failure**- The fear of failure and not doing well in academics can paralyze some students and can put them off their work. They become scared of even starting the task and hence find excuses to escape.
- **Distractions**- Distractions have been identified as one of the major causes of procrastination among students. These distractions may be physical or psychological. Most common types of distraction include internet usage, physical sounds, continuous thoughts in mind etc.
- **Difficulty understanding-** At times, students have no clarity about their subject and course and hence they tend to run away from such tasks which require additional efforts.
- **Health issues-** Sometimes a student might procrastinate due to some physical or psychological health issue as well.
- **Lack of personal passion**- Passion is general readiness or ability to start or perform the task with energy. If there is low passion in the student, there would be no strong stimulation for completing the tasks in due time.

1.2.3 *Concept of Academic Stress*

According to WHO, stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Stress is an inevitable part of everyone's life. The way we respond to stress, however, makes a big difference to our overall well being.

As no one is immune to stress, this means school students are no exception to that and are subjected to stress. Optimal level of stress is good as it motivates students to perform efficiently. However, too much stress can backfire and cause various issues.Student's stress is interchangeably used with academic stress which refers to the transient experience of pressure, anxiety or distress related to achieving academic goals. Academic stress is usually witnessed during examinations, seminars, completion of assignments and on the day of result.

Consequences of Academic Stress

Following are the common consequences of academic stress among students:

- Poorer performance in exams
- Lack of confidence
- Lack of motivation
- Disturbed sleep

- Physical health issues
- Irritability
- Anxiety
- Depression
- Lack of concentration

Signs and Symptoms of Academic Stress among Students

Manifestation and signs of stress among school students can be different from the way adults experience it. Some of the common signs are:

- Stomach pains
- Headache
- Getting sick more often
- Changes in behaviour
- Palpitation
- Mood swings
- Sleep problems
- Difficulty concentrating in school
- Irritability and anger
- Disruptions in relationships
- Decreased academic performance
- Low motivation and procrastination
- Decreased confidence
- Reluctance to go to school or frequent absenteeism
- Neglecting responsibilities

1.2.4 *Concept of Birth Order*

Birth order refers to the sequence in which children are born into a family, from first to last born. Birth order is often believed to have a profound and lasting effect on psychological development. Research has been carried out to suggest that birth order influences personality.

Adler’s Birth Order Theory

Alfred Adler, an Austrian psychotherapist and founder of Individual Psychology, developed the birth order theory in the early 20th century. This theory suggests that the order in which a child is born can impact their personality and development. Some of Adler's ideas about birth order include:

- **First born children-** As described by Adler, a first born child is responsible, motivated, achiever, leader, cautious, reliable, perfectionist, bossy, controlling etc.

- **Second born or middle children**- Generally these children are adaptable, independent, people pleaser, social and can be rebellious according to Adler.
- **Last born children**- The theory suggests that the last born child is social, charming, outgoing, self centred, manipulative, attention seeker etc.
- **The only child**- As per the theory, the only child is usually confident, responsible, perfectionist,sensitive, center of attention, mature for their age etc.

Review of Literature

The studies available in the related areas have been characterized under the following:

1. Studies related to Academic Achievement Motivation
2. Studies related to Academic Procrastination
3. Studies related to Academic Stress

1.Studies related to Academic Achievement Motivation

Muola(2010) conducted a study to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was conducted on 235 participants aged between 13 and 17 years. A significant ($p < 0.05$) positive relationship was found between six of the home environmental factors, that is fathers' occupation ($r = 0.22$), mothers' occupation ($r = 0.26$), fathers' education ($r = 0.15$), mothers' education ($r = 0.14$), family size($r = 0.26$) and learning facilities at home($r = 0.23$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Watabe and Hibbard (2014) carried out a study to examine the influence of authoritarian and authoritative parenting on academic achievement motivation among elementary school children in the United States and Japan. 208 students from an American elementary school and 312 from a Japanese elementary school completed measures of achievement goal orientations and parental attitudes. Results indicated that American children acquire the benefit of academic achievement motivation with both authoritative and authoritarian parenting styles today.

Mahato and Barman (2019) conducted a study to find out the level of Academic Achievement Motivation among the students of SC, ST Community

Students and to explore the correlation between Academic Achievement Motivation and Academic Performance of SC, ST Community students in the district of Purulia. The sample comprised 85 students. The result showed that the SC and ST Community students have moderate levels of Academic Achievement Motivation and a Positive Correlation between Academic Achievement Motivation and Academic Performance of SC and ST Community Students in the district of Purulia, West Bengal.

Motahari, Rahimibashar & Ghasemnegad (2020) carried out a study to find the relationship between clinical self-efficacy and academic achievement motivation among nursing students of East Guilan Nursing Universities. The study was conducted on 105 fourth year nursing students of East Guilan Nursing Universities. The results showed that 67 nursing students (63.8%) had high self-efficacy and the mean percentage of clinical self-efficacy was (115.56±15.4) and the mean percentage of academic achievement motivation was (108.30 ± 28.05). There was a significant relationship between the level of clinical self-efficacy of nursing students and their academic achievement motivation ($r = 0.21$, $p = 0.02$). There was a relationship between variables of residence ($F=5.2$ $p=0.007$) and place of study ($z=-3.09$ $p=0.002$) with clinical self-efficacy and interest in the field of study and motivation to progress ($z=-1.99$ $p=0.04$).

Teimouri,Rezaei and Mohammadzadeh(2020) conducted a study aimed at comparing hope, academic achievement motivation, and academic self-concept among students with and without learning disabilities.40 students with learning disabilities and 40 students without learning disabilities were selected as the sample through simple random sampling.The results showed that the school students with learning disabilities had significantly lower levels of hope, academic achievement motivation, and academic self-concept than the ones without learning disabilities.

2.Studies related to Academic Procrastination

Balkis (2013) conducted a study to examine the mediator role of rational beliefs about studying in relation to academic procrastination, academic life satisfaction and academic achievement. Two hundred and ninety undergraduate students participated in this study. Findings showed that academic procrastination was negatively related to rational beliefs about studying, academic life satisfaction, and academic achievement. In contrast, rational beliefs about studying were positively related to academic life satisfaction and academic achievement. The results of Structural Equation Modeling (SEM) analyses showed that rational beliefs about studying mediated relationships between academic procrastination, academic life satisfaction and academic achievement. The SEM analyses also showed that

academic life satisfaction mediated the relationships between academic procrastination and academic achievement, and rational beliefs about studying and academic achievement.

Karatas (2015) conducted a study to see the correlation among academic procrastination, personality traits, and academic achievement. There were 475 participants,161 of whom (33.9%) were female and 314 of whom (66.1%) were male. The results from this preliminary analysis show that there is a strong relationship among these variables, especially with academic achievement.First, it is very crucial to remove the barriers causing procrastination, which has negative effects on the learning of students, resulting in low achievements or failure in examinations and resulting in depression and anxiety during their school life.Second, the findings shed new light on the validity of personality traits for various academic outcomes, having an inverse link with academic procrastination. The other key finding from this study, parallel with earlier studies, is the role of gender in academic achievement, which is in favor of female students.

Afzal & Jami (2018) conducted a study to investigate the prevalence and reasons for academic procrastination in public university students. The sample consisted of 200 university students including 155 women and 45 men students from social and natural sciences departments. Backward linear regression analysis has shown that risk taking, task aversiveness, and decision-making were significant predictors (reasons) for academic procrastination while task aversiveness being the strongest predictor with medium level coefficient of regression. It was also revealed that academic procrastination prevails at all three levels of education (MSc, MPhil and PhD). Task aversiveness, time management, laziness, rebellion against control, decision making, and lack of assertion were more common reasons in students of social sciences than natural sciences as shown by significant differences. Overall task aversiveness, fear of failure, dependency, decision making and risk taking were common reasons for indulging into academic procrastination.

Hen & Goroshit (2020) carried out a study to examine the effects of decisional and academic procrastination on students' feeling of discomfort related to academic procrastination and the desire to change their procrastination habits. A total of 373 undergraduate social sciences students from northern Israel participated in the study. The results challenge the traditional perception that procrastination is mostly associated with feelings of discomfort and may imply that while decisional procrastinators experience discomfort associated with procrastination, academic procrastinators want to change their procrastination habits but do not report feelings of discomfort. The findings also suggest a difference between the two types of procrastination and may contribute to the argument that for some students,

procrastination serves as an immediate emotional relief, followed by negative academic outcomes that enhance the desire to change this habit.

Gupta et al.(2024) conducted a study to investigate the influence of academic procrastination on academic achievement in university students. This study also determines the mediating effect of locus of control and the moderating effect of parental involvement on the relationship between academic procrastination and academic achievement. The study was conducted on University students of the North Indian region. 507 participants' data was used for the study. The regression analysis using structural equation modelling showed that the external locus of control leads to academic procrastination, whereas the internal locus of control negatively affects academic procrastination. In addition, academic procrastination negatively influences academic achievement, emphasizing procrastination's adverse effects on students' performance. Moreover, academic procrastination mediates and parental involvement moderates the association between locus of control and academic achievement.

3.Studies related to Academic Stress

Hussain, Kumar and Husain (2008) carried out a study to examine the level of academic stress and overall adjustment among Public and Government high school students and also to see the relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school. Results indicated that the magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Khan, Lanin & Ahmad(2015) carried out a study aimed at the level of stress in male and female school students. For the purpose of the study the researcher randomly selected 64 school students aged between 14-18 years.To collect the data researcher used students stress scale (SSS) developed by Dr. Zaki Akhtar (2011). During collection of data researcher used means and methods fit for this scale.The result of the study showed boys having much more stress in comparison to girls.

Ghosh(2016) conducted a study on academic stress among government and private high school students. Sample of the present study consists of 200 high school students from different schools of Ranchi town. One hundred students were government's high school (male and female) and one hundred were

private high school (male and female).The results indicate that students in private schools have more academic stress than their counterparts in government schools. Female students experienced higher academic stress than male students.

Subramani & Venkatachalam(2019) conducted a study to examine the relationship between parental expectations and academic stress of school students. Sample of 179 (92- male and 87-female) school students selected through simple random sampling. Results of correlation analysis indicated no significant relationship between parental expectations and academic stress of school students. Further, independent sample t-test indicated that there was a significant gender difference in academic stress and in sub-scales: pressure from study, workload, worry about grades and despondency. The result also showed that there was no significant gender difference in parental expectations of school students.

Sakitri (2020) conducted a study to analyze the relationship among stress, Type A personality, and academic performance in an Indonesian business school. 628 students participated in the study. The findings reveal that students' stress negatively affects academic performance. Type A personality has proven to have a positive effect on academic performance.

2.0 Problem to be investigated

The proposed study aims to examine the Academic Achievement Motivation, Academic Procrastination and Academic Stress among gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born). The topic of the study will be stated as **" Academic Achievement Motivation, Academic Procrastination and Academic Stress among School Students of Ranchi Town."**

3.0 Objectives of the investigation and motivation

Objectives

The following objectives have been formulated for the present study:

- To study the levels of Academic Achievement Motivation, Academic Procrastination and Academic Stress among total sample and sample subgroups.
- To study the impact of gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born) on Academic Achievement Motivation, Academic Procrastination and Academic Stress.

- To study the relationship between Academic Achievement Motivation, Academic Procrastination and Academic Stress among gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born).

Motivation

Seeing the magnitude of the problem encountered by the students, parents as well as teachers, it becomes important to have a scientific understanding about the behaviour of school going students, especially in the early adolescent phase. In any case, adolescence is a turmoil and if they are not given proper attention their future will be at stake. As a social scientist, their behaviour of the children is to not only to be observed but evaluated and examined with the help of both structured psychological tools. The present study aims to focus on empirical findings on various domains of behaviour particularly about academic achievement motivation, academic procrastination and academic stress.

4.0 Research Hypotheses

The following hypotheses have been formulated for the present study:

1. The level of Academic Achievement Motivation, Academic Procrastination and Academic Stress will vary among total sample and sample subgroups.
2. There will be no significant impact of gender, socio economic status and birth order on Academic Achievement Motivation.
3. There will be no significant impact of gender, socio economic status and birth order on Academic Procrastination.
4. There will be no significant impact of gender, socio economic status and birth order on Academic Stress.
5. There will be no significant relationship between Academic Achievement Motivation, Academic Procrastination and Academic Stress among gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born).

5.0 Research design and methodology

5.1 The Sample

The sample of the present study will consist of 240 school students in the age range of 13-15 years. Stratified random sampling will be used to collect data.
A 2x2x2 factorial design will be used in this research and the factors of stratification will be:

Gender-2 (Male and Female)
Socio-economic status-2 (High and Low)
Birth order-2 (First born and Later born)

Later born- Later born can be any child after the birth of the first child.

Table 1

Sample Design

Gender	**Male**		**Female**	
Socio-economic status	**High**	**Low**	**High**	**Low**
Birth order	**First born**	**Later born**	**First born**	**Later born**
	30	**30**	**30**	**30**
	30	**30**	**30**	**30**
Sub-total	**120**		**120**	
Total	**240**			

5.2 Variables

5.2.1 Independent variables

1. Gender (Male and Female)
2. Socio-economic status (High and Low)
3. Birth order (First born and Later born)

5.2.2 Dependent variables

1. Academic Achievement Motivation
2. Academic Procrastination
3. Academic Stress

5.2.3 Controlled variables

1. School students in the age range 13-15 years.
2. Participants are private school students.
3. Less than 5 lac per annum family income will be considered as a low socio-economic status group and more than 5 lac per annum family income will be considered as a high socio-economic status group.

5.3 Selection criterion

5.3.1 Inclusion criterion

1. Students in the age range 13-15 years
2. Private school students
3. Students who have at least one sibling
4. Students from both gender (male and female)
5. Students well verse in English and Hindi.
6. Students from both socio-economic status groups (high and low).

5.3.2 Exclusion criteria

1. Students below 13 years and above 15 years are not included
2. Government school students are not included
3. Single child in the family is not included

6.0 Sources of the data and tools to be used in the collection of data

6.1 Sources of data

Data for the proposed study will be collected from both primary and secondary sources. The major part of data will come from primary sources. Primary data will be collected from private school students in the age range of 13-15 years. It will include both male and female participants from both high and low socio-economic status groups. Participants selected in the study must have at least one sibling. Secondary data will be gathered from books, journals, papers, e-book articles and reports, providing a comprehensive overview of Academic Achievement Motivation, Academic Procrastination and Academic Stress.

6.2 Tools to be used

The following tools will be used for data collection:

1. Personal Data Questionnaire
2. Academic Achievement Motivation Test (AAMT) developed by Dr. T.R. Sharma in 2011.
3. Academic Procrastination Scale (APS-KAYM) developed by A.K. Kalia and Manju Yadav in 2015.
4. Scale for Assessing Academic Stress (SAAS) developed by Dr. Uday K. Sinha in 2001.

1. Personal Data Questionnaire

This questionnaire will be prepared by the researcher for eliciting information pertaining to the respondent's name, age, grade, gender,

socio-economic status, birth order, place of residence etc. The purpose of the questionnaire is to check whether the individual qualifies for the study.

2. **Academic Achievement Motivation Test (AAMT)**

   The Academic Achievement Motivation Test was developed by Sharma in 2011 to indicate how much an individual, a boy or girl is motivated in the field of academic achievement.The test can be administered on students in the age range of 11-15 years. There are 38 items in the test. The split half reliability of the test is 0.697. Three types of validities- content, criterion and construct were established.

3. **Academic Procrastination Scale (APS-KAYM)**

   The Academic Procrastination Scale was developed by Kalia and Yadav in 2015 to assess the level of academic procrastination in four areas- I. procrastination in homework, II. procrastination in preparation for examination, III. procrastination in project work and IV. procrastination in co-curricular activities. The scale consists of 25 items.The APS is a five point Likert scale that assesses academic procrastination in students aged 12-17 years. The scale has a test-retest coefficient of 0.843 and a split half coefficient of 0.713. It has been tested for content and face validity.

4. **Scale for Assessing Academic Stress (SAAS)**

   The Scale for Assessing Academic Stress (SAAS) was developed by Sinha in 2001 . This scale consists of 30 items based on the five principle identifying indicators namely cognitive indicator, affective indicator, physical indicator, social or interpersonal indicator and motivational indicator. The respondent has to answer one out of two alternatives: 'yes' or 'no'. The test is found to have high test-retest reliability of 0.88 and split-half reliability of 0.75, adequate internal consistency and adequate validity. The test can be administered on students in the age range of 13-18 years.

7.0 Plan of analysis

The following statistical analysis will be used to analyze the obtained data:

1. **Percentage value and mean** will be calculated to identify the level of Academic Achievement Motivation, Academic Procrastination and Academic Stress among sample subgroups of gender(Male and

Female), socio- economic status (High and Low) and birth order (First born and Later born).

2. **ANOVA** will be calculated to determine the main and interaction effects of gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born) on Academic Achievement Motivation, Academic Procrastination and Academic Stress.

3. **t-test** will be calculated to know the significant difference of gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born) on Academic Achievement Motivation, Academic Procrastination and Academic Stress.

4. **Correlation coefficient** of Academic Achievement Motivation, Academic Procrastination and Academic Stress of students in respect to gender(Male and Female), socio- economic status (High and Low) and birth order (First born and Later born).

5. **Graphical representation** of results will be drawn.

8.0 Significance of the study

There are very limited studies which have been carried out in our country especially to study the linkage between academic achievement motivation, academic procrastination and academic stress. The findings of the present study are likely to provide lead to policymakers to formulate better class management systems to overcome these deterrents in the progress and achievement of school students.

9.0 Relevance to the present day problem and need to society

All the parents always aim to ensure that their wards perform optimally in academics without compromising with their psychological and emotional health. The phenomenon is common world over. All the parents provide best possible facilities to their children for ensuring good academic performance of their children. Multiple factors determine the outcome which includes the child's motivation and intelligence, conducive environment both at home and school besides clarity of goals jointly set by the child, parents and respective teachers. Academic achievement motivation, academic procrastination and academic stress are the offshoots of the same.

10.0 Contribution to the existing knowledge

The present piece of research work is definitely going to contribute to the existing knowledge bank about academic achievement motivation, academic procrastination and academic stress among school students. This will sensitize not only students but also parents, teachers and policymakers to help them understand that it is not only the physical development but overall psychosocial growth which is important for holistic development of the child as academic achievement is determined by all these factors.

11.0 Future work

The findings will guide future research about what best classroom management technique can be evolved to address these issues to obtain optimal academic performance of the students. The findings of the existing work will further the understanding of teachers and parents regarding their possible role to promote holistic development of the child.

Tentative chapters

There will be following five chapters in the research report of the proposed research:
Chapter 1: Introduction
Chapter 2: Review of Literature
Chapter 3: Methodology
Chapter 4: Analyses of Data
Chapter 5: Summary and Conclusion
References
Appendix
Note: The research proposal is tentative which may be modified according to the data, tools and techniques.

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